

Relationships (Sex) and Health Education Policy

Author: PSHE Subject Leaders / SLT

Approved:

If you would like to see a signed copy of this policy please contact the School on 02380 774814 or on info@foundrylaneprimary.co.uk

This policy was adopted on: 9th February 2021

This policy is to be reviewed on:

This policy will be reviewed by: Teaching and Learning Committee

Relationships (Sex) and Health Education Policy

Foundry Lane Primary School takes its responsibility to provide relevant, effective and responsible Relationships And Sex Education (RSE) and Health Education to all its pupils as part of the school's Personal, Social, Health And Economic Education (PSHEe) curriculum very seriously. Foundry Lane Primary School wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with the whole school community including: parents, governors and staff from Foundry Lane Primary School to ensure that it meets the needs of the school community. The policy is available on the School website and is reviewed and approved by the teaching and learning committee annually.

Policy aims

Through the delivery of high quality, evidence-based and age-appropriate Relationships, Sex and Health Education, Foundry Lane Primary School aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene; create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education Foundry Lane Primary School pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

Definitions

2.1 Relationships Education

Relationships education is about pupils being taught about different relationships including friendships, family and the people that can help them. Respect for others is also taught in an age appropriate way with a focus on healthy relationships. This also applies to online relationships to ensure that children are safe when online and how any information they share, can be used in a way that they may not expect.

This teaching will include different types of family that provide a nurturing environment for children, including for example single parent families, families headed by grandparents, adoptive parents, LGBTQ+ parents, among others. The purpose of this is to ensure that there is no stigmatisation of any particular type of families and to show people come from different backgrounds.

2.2 Relationships and Sex Education (RSE)

RSE is lifelong learning about physical, sexual, moral and emotional development. It includes teaching about friendships, the importance of caring, stable and mutually supportive relationships with another person, and how to control and understand feelings that come with being in a relationship. RSE teaches children and young people to understand human sexuality and to respect themselves and others; to build self-esteem and understand the reasons for developing safe, fulfilling and healthy relationships.

Roles and responsibilities

The teaching and learning committee will use reports from the PSHEe subject leaders in order to monitor and evaluate the implementation of the policy. They will hold the headteacher to account for this.

The Headteacher, alongside subject leaders, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE and Health Education is well led, effectively managed and well planned across various subjects and that the quality of provision is subject to regular and effective scrutiny and feedback. The Headteacher, alongside the subject leaders, will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils including those with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils. They will liaise with parents regarding any concerns or opinions regarding RSE and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

Staff

Teachers of RSE and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding Sex Education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to children whose parents wish them to be withdrawn from the non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. The Senior Leadership Team and the appropriate subject leader(s) are responsible for designing and developing the RSE curriculum and supporting classroom delivery.

All teachers are responsible for teaching RSE. Teaching Assistants support learning, under the guidance of class teachers, including to meet the needs of children with Special Educational Needs and Disabilities.

Parents

Foundry Lane Primary School encourages parents to share the responsibility of Sex Education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHEe. Parents are also encouraged to seek additional support in this from the school where they feel it is needed.

Pupils

Pupils should support one another with issues that arise through RSE. Listening in class, being considerate of other people's feelings and beliefs. Complying with 'ground rules' that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships, sex education or otherwise.

Implementation and curriculum

It is important that Foundry Lane Primary School implement the RSE and Health policies consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide lessons that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding RSE and Health Education. It is important that pupils know the difference between fact, opinion and belief.

The Relationships and Health Education will be delivered in Science and PSHEe sessions. Foundry Lane Primary School understands that different pupils of the same age may develop at different stages and staff will be able to plan provision to take into account these differences. Appendix 1 sets out the themes that will be taught to pupils before the end of primary. Given the age of primary pupils, the focus of the curriculum is around relationships of pupils, with their family members, friends and online relationships.

Foundry Lane Primary does provide sex education beyond the curriculum for science, with details on content included at the end of Appendix 2.

Foundry Lane Primary School wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The school will foster a learning environment that encourages children to have a growth mindset, be resilient and understand that we can learn from mistakes. Foundry Lane Primary School believes that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within PSHEe and Science lessons.

By the end of their primary education Foundry Lane Primary School expects pupils to know the information set out at Appendix 2.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class. In this case, they may wish to put the question to one side and seek advice from the PSHEe subject leader or a member of the senior leadership team.

‘Ground rules’ in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box (Ask It Basket); this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a safe place to discuss key terminology; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a ‘safe zone’ to speak freely about sex and relationships.

Pupils with Special Educational Needs

Foundry Lane Primary School works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE and Health Education.

Foundry Lane Primary School will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- use of expert guest speakers
- practical activities
- using DVDs or video
- group and paired activities
- 1:1 intervention from a learning support assistant where appropriate

Withdrawal from RSE

Foundry Lane Primary School hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children at Foundry Lane Primary School have the right to withdraw their child from sex education and should state this in writing and send it to The Headteacher. Parents may wish to use Appendix 4 to support their withdrawal. The Headteacher who will arrange a meeting to discuss their concerns. Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents’ request to withdraw the child for identified objectives.

Before withdrawing or making a request, Foundry Lane Primary School strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents cannot withdraw their child from Relationships or Health Education or the elements on human growth and reproduction which fall under Appendix 3.

If a pupil is excused from aspects of Sex Education the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities

The School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, gender identity or sexual orientation. PSHEe and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy.

Safeguarding and confidentiality

We aim to provide a safe and supportive school community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers in line with our annual safeguarding training.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's child protection and safeguarding procedure will be followed. Staff should follow the guidance in the school's Safeguarding And Child Protection Policies and seek guidance from a Designated Safeguarding Lead (DSL).

Pupils with Special Educational Needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the DSL to decide what is in the best interest of the child.

Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide relationships and sex education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE and Health curriculum annually, and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- feedback from pupils
- feedback from parents
- feedback from staff
- classroom observations.

Foundry Lane Primary School, PSHEe leaders and the teaching and learning committee will review this policy annually, evaluating its effectiveness by taking into account feedback from

pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from local, national reports and curriculum reviews.

Support

We will create an environment that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to Sex And Relationships Education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Signed by

_____ Chair of Govenors
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Date:

_____ Headteacher

Date:

This policy will be reviewed annually

Appendix 1 – Foundry Lane Primary School's PSHEe long term overview

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
Topics	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community resilience	Media literacy and digital	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online

Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places

Year 4	Positive friendships, including online routines;	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively.	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care;	Personal identity including faith, gender, beliefs.	Medicines and household products; drugs common to everyday life Keeping safe in different situations, including responding in emergencies and first aid.
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Personal identity; recognising individuality and different qualities; mental wellbeing	Physical and emotional changes in puberty; external genitalia; personal hygiene support with puberty	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.

Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition and FGM.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media
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Appendix 2 - By the end of primary school children should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Science Key Stage 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

PSHE Key Stage 1

- The names for the main parts of the body (including external genitalia) the similarities and difference between boys and girls
- How to maintain physical, mental and emotional health and well-being
- How to manage risks to physical and emotional health and well-being
- Ways of keeping physically and emotionally safe
- About managing change, transition and loss
- How to make informed choices about health and well-being and to recognise sources of help with this

Science Key Stage 2

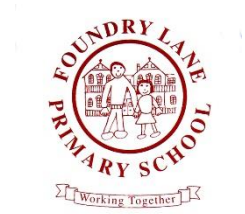
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Learn about the changes experienced in puberty

PSHE Key Stage 2

- How their body will change as they approach and move through puberty
- About human reproduction
- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Appendix 4: Parent form: withdrawal from Sex Education within RSE

Foundry Lane Primary School
Parental Notification to Withdraw a Child
from Sex Education within Relationships and
Sex Education



TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from Sex Education within Relationships and Sex Education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	